South Carolina Improved Educator Support and Evaluation System Framework


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System Purpose

The purpose of the South Carolina Improved Educator Support and Evaluation System is to establish a multi-measure educator evaluation system intended to provide feedback to educators in our state while supporting their professional growth. Our Improved Educator Support and Evaluation System is designed to continuously develop educators at all performance levels. Thus, our evaluation system is based on five distinct educator performance levels: **Exemplary, Highly Effective, Proficient, Needs Improvement, and Ineffective**.

System Overview

The South Carolina Improved Educator Support and Evaluation System is comprised of three components: **Professional Practice, Student Academic Growth, and District Choice**.
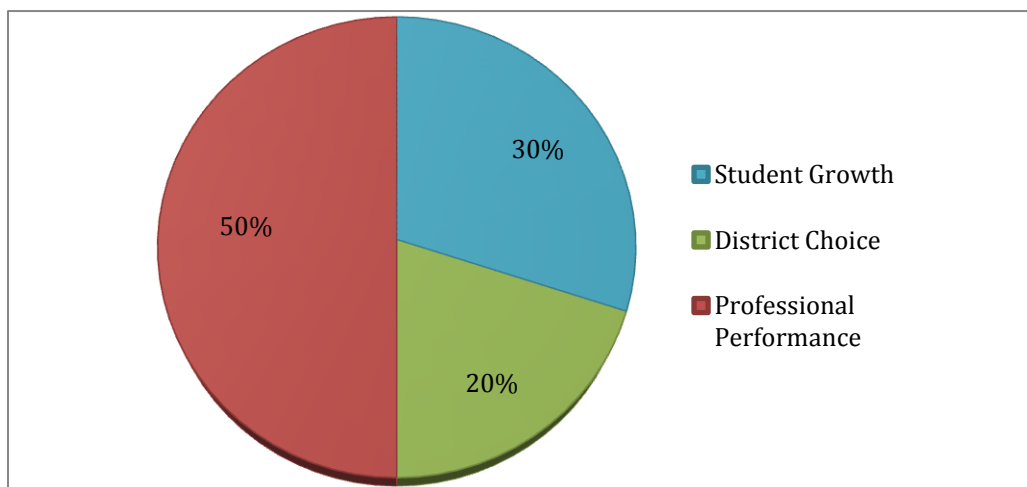
Professional Performance

Teacher professional practice performance accounts for 50% of an educator's overall evaluation. Evaluators will use rubrics that align with state teacher standards to measure an educator's professional practice.

The teacher observation rubric will reflect the Enhanced ADEPT standards and contain four Domains that capture information about teacher's instructional practices and professional responsibilities: (1) Planning, (2) Instruction, (3) Classroom Environment, and (4) Professionalism. Over the course of a school year, evaluators will rate a teacher's practice on each rubric component using the 5 performance levels. Evaluators will combine ratings from each Domain to obtain an overall teacher performance rating at the end of the year.

Student Growth
Student growth will account for at least 30% of an educator's overall evaluation and will be measured using one of the following:
1. (1) Student Learning Objectives (SLOs) for teachers in non-state-tested grades and subjects
2. (2) Classroom value-added measure of student growth for teachers in state-tested grades and subjects
3. (3) School-level value-added measure of student growth for principals not to exceed 50% of the principal's overall evaluation.

District Choice
Districts will develop measures to account for up to 20% of an educator's overall evaluation. District choice measures are selected by each district in the state and may include one or more of the following: survey measures, school-wide value-added measures, student learning objectives, student growth as measured by MAP or any other state-approved formative/interim/summative assessments, or any assessment approved for use in SIG, Priority, or other SCDE-monitored programs, teacher self-reflections regarding their students' individual growth, or educator research that informs professional practice regarding improving student learning.

Districts may propose using other locally designed measures. All locally designed measures of educator effectiveness must be approved by the SCDE prior to implementation. District choice measures will be evaluated using the 5 performance level scale.

System Development and Implementation Timeline
Districts in the state of South Carolina will train on components of the educator evaluation system during the 2014-15 school year. All districts in the state will fully implement the system during the 2015-16 school year. The State Department of Education will deliver training on system components starting in the fall of 2014. The following timeline depicts key tasks associated with the pilot and full implementation phases.

School Year 2013-14

Select Districts and schools pilot the teacher professional practice rubrics and value-added measures.

School Year 2014-15

State Board of Education votes on the Improved Educator Support and Evaluation System. SCDE works with advisory team to make recommendations related to system design and implementation.

Fall 2014

TRAINING: SLO training for all districts in the state (fall 2014) SLO Guidebook, template, checklists, and online training modules released. Teacher Professional Practice Rubric and value-added vendor will be selected using Request for Proposal process.

Spring – Summer 2015

TRAINING: District training on the teacher professional practice rubric, educator evaluation data management system, and value-added system. Final guidance around system implementation. Districts prepare for full implementation.

School Year 2015-16

Full state implementation of entire system. Real-time training modules released at the beginning, middle, and end of the school year for educators and evaluators.